



National  
Qualifications  
2015

## 2015 Sociology

### National 5

# Finalised Marking Instructions

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## General Marking Principles for National 5 Sociology

*This information is provided to help you understand the general principles you must apply when marking candidate responses to questions in this Paper. These principles must be read in conjunction with the detailed Marking Instructions, which identify the key features required in candidate responses.*

- (a) Marks for each candidate response must always be assigned in line with these General Marking Principles and the Detailed Marking Instructions for this assessment.
- (b) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (c) If a specific candidate response does not seem to be covered by either the principles or Detailed Marking Instructions, and you are uncertain how to assess it, you must seek guidance from your Team Leader.
- (d) We use the term “or any other acceptable answer” to allow for the possible variation in candidate responses. Credit should be given according to the accuracy and relevance of learner’s answers. The skill of using appropriate sociological terminology and relevant use of research evidence is reflected in exemplar responses. However at this level candidates may be awarded marks where the answer is accurate but expressed in their own words.
- (e) Questions that ask the candidate to “name”, “does this”, “define” or “give examples” are straightforward questions requiring candidates to recall key points of knowledge or to give examples. Marks available for these questions reflect the number of points the candidate needs to make. For example, if one mark is available the candidate needs to give one correct point. If three marks are available the candidate needs to make three correct key points.
- (f) Questions that ask the candidate to “describe” require the candidate to apply their sociological knowledge and understanding to make a point and then develop this point by giving further information. For example, if two marks are available the candidate should get a mark for making the main point and a further mark for developing the point by giving additional or related information.
- (g) Questions that ask the candidate to “use” or “explain” require the candidate to apply their sociological knowledge and understanding to give more information about the meaning of something, to give reasons or show connections. This may include using appropriate examples, concepts or theories to explain an aspect of sociology. For example, if three marks are available for an “explain” question, the candidate should get one mark for making a key point of explanation and a further mark for each additional correct key point of explanation. Where a greater number of smaller points are made, the marker should use their professional judgement about whether or not these add up to the required “use” or “application”. Marking Instructions for the question should be checked to ensure that the answer meets the required standard.
- (h) For credit to be given, points must relate to the question asked. However within a structured question of, say, two or three parts a candidate may give more information in the first part than is required and inadvertently have given the answer to the second part. In this case the candidate should be given credit for any correct information given, whether given in the correct part or not.

- (i) There are three questions in this paper. Each question is structured to assess the candidate's breadth of sociological knowledge and understanding and their skill in applying knowledge and understanding to explain aspects of the sociological study of society.
- (j) A number of questions ask for examples; however there are differences in demand. In question 2c (ii), candidates are asked to "use one example". This kind of question requires links to be made, in this case to a culture or subculture. However, in question 2b the question simply asks for an example and candidates are not required to make links between the example and other aspects of the question. The example simply has to be appropriate.

## Detailed Marking Instructions for each question

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
1.	(a)	This question has a <i>describe</i> command therefore candidates should be expanding on the more basic points given for the full two marks	4	<p>Up to two marks may be awarded for each disadvantage described such as:</p> <ul style="list-style-type: none"> <li>• If the questionnaire is posted out to respondents, the response rate is notoriously low</li> <li>• If posted out to the respondents, the researcher is not present to clarify any difficult questions</li> <li>• If open questions are used then it is difficult to quantify the answers</li> <li>• If closed questions are used the answers are very limited</li> <li>• If the researcher is present (sometimes referred to as a survey or structured interview) it may influence the answers of the respondent</li> <li>• Limited use for exploring more complex issues</li> <li>• Socially desirable answers</li> </ul>
	(b)	The <i>explain</i> command has been used here therefore candidates are required to elaborate on one point fully or elaborate and use exemplification to be awarded full marks for each explanation.	5	<p><b>Official Statistics</b></p> <ul style="list-style-type: none"> <li>• Official statistics are usually produced by a governing body/local authority/public body ie Government Census, British Crime Survey etc which have been collected using a very large sample.</li> <li>• Statistics may be used by sociologists who are interested in examining trends. These trends may be across time, place, minority groups etc. Some subject areas that they may wish to analyse could include poverty, health, crime, education etc.</li> <li>• Official statistics are readily available to the sociologist concerned who may access them through the internet on such sites as Office of National Statistics (ONS).</li> </ul> <p>Any other research method which produces quantitative data, other than questionnaires</p>
	(c)	This question is worth 6 marks	6	<ul style="list-style-type: none"> <li>• Examines the structures in society and emphasises how these can influence/determine social human behaviour</li> <li>• These structures may include class stratification, patriarchy etc</li> <li>• Has been accused of being deterministic as opposed to Action perspective which emphasises human agency</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
2.	(a)	This question has an “explain” command and so the candidate should make a point for <b>1 mark</b> and then develop the point for <b>further marks</b> . The candidate is also required to refer to sources and/or research evidence.	<b>6</b>	<p>A maximum of 4 marks can be awarded to candidates who do not refer to sources and or research within their answer.</p> <p>Points of information that may be included or developed in a response include information about ‘socialisation’ being a process during which we learn how to become a member of the culture or social group/s we belong to.</p> <p>For <b>6 marks</b> this explanation should:</p> <ul style="list-style-type: none"> <li>• Give information that explains socialisation as being a lifelong process during which we learn the norms, values and roles of the culture to which we belong.</li> <li>• Give a further point or example to explain this eg some description of primary/secondary agents of socialisation.</li> <li>• Give a further point or example eg most people initially develop a sense of right and wrong within their families. This may be reinforced or perhaps challenged by experiences and influences from secondary agents of socialisation eg education, peer group, mass media.</li> <li>• Reference to sources and/or research evidence which help explain the socialisation process.</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>• Socialisation is a lifelong process through which we learn the expected norms, values and roles of the culture to which we belong. <b>(1 mark)</b>. Within families (primary socialisation) we learn as children what is expected of us in terms of how to behave, what clothes to wear and how to use language appropriately <b>(1 mark)</b>. During the process of secondary socialisation these behaviours, values and beliefs may be reinforced but could also be challenged or changed due to interactions with our peer group <b>(1 mark)</b>. We also learn from agents such as education, media, religion and the workplace <b>(1 mark)</b>. For example, celebrity magazines <b>(1 mark)</b> which influence norms and values, such as body image <b>(1 mark)</b>.</li> </ul>

Question	General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
(b)	<p>This question has a “describe” command and so the candidate should make a point for <b>1 mark</b> and then develop the point for a <b>further mark</b> in relation to both terms specified ie ‘culture’ and ‘sub-culture’</p> <p>The question also asks the candidate to give examples.</p>	<b>6</b>	<p>Points of information that may be included or developed in a response include information that shows an understanding of both ‘culture’ and ‘sub-culture’ as well as an example of each.</p> <p>For <b>6 marks</b> the candidate should:</p> <ul style="list-style-type: none"> <li>• Give information that shows an understanding of what culture means</li> <li>• Give a further point to describe this</li> <li>• Give information that shows an understanding of what sub-culture means</li> <li>• Give a further point to describe this</li> <li>• Give an example of a culture</li> <li>• Give an example of a subculture</li> </ul> <p>For example</p> <p>Culture is the shared characteristics of a particular social group which can relate to beliefs, behaviour, values but also music, language or styles of dress <b>(1 mark)</b>. The customs of the culture to which we belong are learned through interaction and communication with others in our culture which is how culture is linked to the socialisation process <b>(1 mark)</b>. A sub-culture is a culture within a broad or mainstream culture that has different beliefs, values or practices to the mainstream culture <b>(1 mark)</b>. As human society has developed over time it has become much more complex and diverse. As a result more sub-cultures have emerged <b>(1 mark)</b>. An example of a culture would be mainstream UK society <b>(1 mark)</b>. An example of a subculture would be the travelling community within Britain <b>(1 mark)</b>.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c) (i)	This question has a “describe” command and so the candidate should make a point for <b>1 mark</b> and then develop the point for <b>another mark</b> .	<b>2</b>	<p>Points of information that may be included or developed in a response include information that acknowledges ‘identity’ as being the way we see ourselves in relation to others</p> <p>For <b>2 marks</b> this description should:</p> <ul style="list-style-type: none"> <li>• Give information that describes identity as being our sense of ‘self’ in our social world</li> <li>• Give a further point or example to describe this</li> </ul> <p>Any of the bullet points below would be enough to achieve <b>2 marks</b></p> <p>For example</p> <ul style="list-style-type: none"> <li>• Identity refers to how we see ourselves in relation to others who are significant to us (<b>1 mark</b>). This may relate to our identity as defined in a range of different roles such as parent, child, student, nurse, teacher, or prisoner. (<b>1 mark</b>).</li> <li>• Identity can refer to both our social identity as well as our personal identity (<b>1 mark</b>). Sociology often emphasises ways in which identity is formed by belonging to or being affiliated with a particular social category or group (<b>1 mark</b>).</li> </ul> <p>Or any other acceptable information that accurately describes the term identity with sociological understanding.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c) (ii)	<p>The question asks the candidate to “explain” how identity can be formed “using one example” from a culture or sub-culture the candidate has studied.</p> <p>This will require the candidate to give more information about how identity is formed by linking the information to a specific example of a culture or sub-culture.</p>	6	<p>Points of information that may be included or developed should explain how a sense of ‘identity’ is linked to socialisation processes within a culture or a sub-culture.</p> <p>For <b>6 marks</b> a candidate’s explanation should:</p> <ul style="list-style-type: none"> <li>• Give information that shows an understanding of the influence of culture and/or sub-culture on identity formation</li> <li>• Give further points or examples to describe this relationship</li> <li>• Give information relating to a culture or sub-culture that the candidate has studied that illustrates this</li> <li>• Give further points relating to a specific example from a culture or sub-culture studied.</li> </ul> <p>The answer below would be enough to achieve <b>6 marks</b></p> <p>For example</p> <p>Youth sub-cultures enable young people to develop an identity that is completely different to what is expected within primary social institutions such as their families as well as secondary agents such as schools or workplaces (<b>2 marks</b>). This often relates to ‘symbolic’ choices such as the types of clothes worn, hairstyles, the kind of music listened to or the kind of language that they are expected to use (<b>2 marks</b>). When we were studying this we looked back in history at youth sub-cultures like mods/rockers and punk culture. In these youth sub-cultures identity was largely defined by their music and clothes (<b>2 marks</b>).</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
3.	(a)	Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections.	6	<p>The candidate must choose a social issue that they have studied, other than differential achievement in education, such as bias in the media, youth crime or any other social issue. The candidate must use a structural theory to explain the social inequality in this social issue.</p> <p>Candidates can be credited for using any structural theory, for example:</p> <ul style="list-style-type: none"> <li>• Functionalism</li> <li>• Marxism</li> <li>• Neo-Marxism</li> <li>• Feminism</li> </ul> <p>In order to achieve full 6 marks candidates must link the theory to social inequality, eg social class or gender.</p> <p>For example:</p> <p>Youth crime is a social issue; young people are committing crimes such as theft, graffiti, anti-social behaviour and underage drinking. This is particularly prevalent in some geographical areas <b>(2 marks)</b>. Marxists would explain the rejection of society’s laws by young people as a class conscious act. All laws in a capitalist society are made by, and for the benefit of, the ruling class. Young working class people are frustrated by the capitalist mode of production and react against it. Marxists would also argue however, that crimes are committed by members of the ruling class, but these are less likely to be detected <b>(4 marks)</b>.</p>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(b)	Questions that ask the candidate to “explain” require the candidate to give more information about the meaning of something, to give reasons or show connections.	4	<p>The candidate must explain ways in which educational achievement can be affected by <b>one</b> of the following: class, gender or ethnicity.</p> <p>The candidate should show how some groups have better educational achievement than others and their explanations of this may include references to, for example, language code, labelling, poverty and other sociological explanations.</p> <p>In Scottish education there is a wide gap in achievement between social classes (<b>1 mark</b>). Working class children are more likely to use a restricted speech code, compared to middle class children who use the elaborated code (<b>1 mark</b>). This disadvantages working class children in the classroom as teachers speak in the elaborated code (<b>1 mark</b>) Working class children are also disadvantaged materially because they have less access to educational books, toys, computers and a quiet study space (<b>1 mark</b>).</p>
	(c) (i)	This question has a “describe” command and so the candidate should make a point for <b>1 mark</b> and then develop the point for <b>another mark</b>	2	<p>The candidate must describe one finding of the <i>Pygmalion in the classroom</i> study by Rosenthal, R., &amp; Jacobson, L. (1968).</p> <p>These may include reference to:</p> <ul style="list-style-type: none"> <li>• Unconscious action by teachers - verbally and non-verbally</li> <li>• Teachers will spend more time with those who they believe have an expectancy advantage</li> <li>• Students who are believed in will do better</li> <li>• Self-fulfilling prophecy</li> </ul>

Question		General Marking Instructions for this type of question	Max Mark	Specific Marking Instructions for this question
	(c)	(ii)	3	<p>For full marks candidates must interpret the findings of the study and explain the implications for teachers and educational achievement.</p> <p>This study has many implications for teachers; it demonstrates the power of teachers' expectations and the way in which they can affect a child's educational performance. If teachers have positive expectations pupils are more likely to succeed <b>(3 marks)</b>.</p>

[END OF MARKING INSTRUCTIONS]